

**DETROIT COMMUNITY HIGH SCHOOL REDESIGN PLAN**

**November 16, 2010**

**District Name** Detroit Community Schools, A Public School Academy

**School Name** Detroit Community High School

**Reviewer Number**

Transformation Model		Page numbers	Reveiwer Comments
Develop and increase school leader effectiveness			
<b>Required Activities</b>	Replace principal*		
	Use rigorous, transparent evaluation systems for teachers and principal* --Student academic achievement/growth data is included as a significant factor in evaluation; --Multiple observation-based assessments of performance; --Designed and developed with teacher and principal involvement	7-10, Appendix B	
	Reward school leaders, teachers, staff who have increased student achievement/growth and graduation rates and remove leaders and staff who have not increased student achievement*	10-13	
	Provide ongoing, high-quality, job-embedded Professional Development (PD) to ensure that teachers are equipped to facilitate teaching and learning*	13-15, Appendix C	
	Implement financial incentives, opportunities for career growth, and more flexible work conditions*	10-15, Appendix H	
	Provide additional compensation to attract and retain staff*	10, 15	

<b>Permissible Activities</b>	Institute system for measuring changes in instructional practices resulting from PD		
	Ensure the school is not required to accept a teacher without consent of teacher and principal regardless of seniority*	12	
	Include in the planning teachers and principals from other buildings in the LEA	6	
<b>Comprehensive instructional reform strategies</b>			
<b>Required Activities</b>	Use data to identify and implement instructional program	16-18, Appendix C	
	Continuous use of student data (formative, interim, summative) to inform and differentiate instruction	18-24	
<b>Permissible Activities</b>	Conduct reviews to ensure curriculum is implemented with fidelity and is impacting student achievement		
	Implement school-wide Response to Intervention (RtI) model	Appendix G	
	Provide PD to implement strategies to support students with disabilities and English language learners		
	Use and integrate technology-based interventions	25, 27	Read 180, Carnegie Math, e2020, NWEA
	(in high schools) Increase rigor (AP, IB, STEM, and others)		
	Improve student transition from middle to high school	Appendix I	
	(in high schools) Increase graduation rates through credit recovery and other strategies	11, 25	

	Establish early-warning systems to identify students at risk of failure or dropping out	Appendix G	
Increasing learning time and creating community-oriented schools			
<b>Required Activities</b>	Establish schedules to provide increased learning time* --using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for core academic subjects, other subjects, enrichment activities, teacher collaboration or PD	25	
	Provide ongoing mechanisms for family and community engagement	90-91, 92-93, 94-95	
<b>Permissible Activities</b>	Partnering with parents and community organizations to create safe school environments that meet students' needs		
	Extend or restructure school day to add time for advisory periods to build relationships between students and staff*		
	Improvement of school climate and discipline, for example, positive behavioral supports, anti-bullying		
	Offer full-day kindergarten or pre-kindergarten		
Providing operational flexibility and sustained support			
<b>Required</b>	Give the school sufficient operational flexibility (staffing, calendars/time, budgeting) to implement comprehensive approach*	26, 28	



<b>Activities</b>	Ensure the school receives ongoing intensive Technical Assistance from LEA, SEA, or turnaround organization	28-29, Appendix E	
	Allow the school to run under new governance in LEA or SEA*		
<b>Permissible Activities</b>	Implement weighted per-pupil school-based budget formula based on student needs		

**General Comments**



## Detroit Community Schools

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DCS is committed to transforming our entire district. As a Public School Academy we have the operational flexibility to make immediate changes, and have already acted decisively to embrace the transformation model of school reform.

Since being included on the list of persistently low achieving schools our Board President has stepped down, and we have replaced our Superintendent and High School Principal. We have hired an experienced educator with a track record of enhancing student achievement as our new High School Principal. We replaced the Principal of our Elementary/middle School, and hired an experienced leader with a solid track record of leading academically successful K-8 schools. Furthermore, we have replaced 60% of the High School teachers and 70% of our Elementary / Middle School teachers. We have hired a cadre of highly qualified teachers that fully understand that they are being brought in to transform these schools. Our commitment to these teachers is to provide them with superb leadership and all the resources needed for success. To this end, and in support of our new principals, we have brought on board a veteran educator with a national reputation for his knowledge and understanding of curriculum as our Chief Academic Officer.

We understand that the key to successfully transforming Detroit Community High School is to not only have a highly competent and motivated principal and faculty, but to give them the requisite autonomy, professional development, and resources to make the changes that will result in dramatically increased student achievement. Since July of 2010, we have spent over \$400,000.00 on new guaranteed and viable curricular materials and high-quality, job-embedded Professional Development. We are also committed to working with the Michigan Principals Fellowship to utilize their research-based approach to school improvement,

This redesign plan has been developed with the input of a team that includes faculty representatives, both new principals, our chief academic officer, our School Board, parents, and the community. In a letter to our authorizer the process mentor provider by Wayne RESA (who has an intimate knowledge of our High School) recently commented that “The recent changes have made a remarkable difference” and that “the school culture has been transformed”. Our authorizer, Saginaw Valley State University, has given us a very specific timeline to reach an extremely rigorous set of benchmarks in order to maintain our charter. (Appendix A) They have been pleased with the result to date, and we are confident in meeting all of the requirements. This plan details the methods that we will undertake to ensure a rapid and dramatic improvement in student achievement and a transformation of our culture to one that embraces high expectations for our staff and students.

Milo Tilton  
Superintendent

Anthony Watts  
Board President

## **DEVELOP & INCREASE SCHOOL LEADER & TEACHER EFFECTIVENESS**

### ***Requirement 1 --- Replace the Principal***

Having defined the qualities and best practices that would characterize a transformational school leader, the Detroit Community Schools launched an intensive recruitment effort. Potential candidates were identified, contacted and vetted; selected candidates then went through a series of interviews with a committee that included the Superintendent, School Board Members and a Professor of Educational Leadership from Saginaw Valley State University.

The High School Principal was replaced on August 1, 2010. Mr. Aaron Williams was named as the new principal.

**View Appendix B:**

**Section 1-**Resume for Aaron Williams, Jr., High School Principal

### ***Requirement 2 --- Use of evaluation systems that take into significant account data on student growth as well as other factors.***

In addition to tracking and measuring student growth data on MEAP/MME/NWEA, DCHS Principal, Chief Academic Officer and a committee of teachers will establish a teacher database to track key indicators, including teacher attendance, course grades, discipline referrals, academic support referrals, and MEAP/MME/NWA scores. These data points will be phased in during the first two years as we build capacity. Individual data will be distributed quarterly to teachers for their own tracking, starting with the 2010-2011 school year. This student academic achievement/growth data will be included as a significant factor in teacher and principal evaluations. The database will be used to identify those teachers who are experiencing success with students, and those teachers who are having trouble successfully engaging students. Teachers with data patterns that raise concern will receive support in identifying strategies to increase student engagement and achievement, including classroom observation and coaching, pairing with a more successful teacher, observation of successful teachers in the school, and external

professional development. All teachers will be subject to the more formal teacher evaluation process and an Individual Development Plan will be created for teachers who are having difficulty meeting their data points.

A primary role for the DCHS Principal and the Chief Academic Officer will be to serve as visible instructional leaders. The High School Principal and the Chief Academic Officer have committed to spending 30% of their time in classrooms, observing, interacting with students and teachers, and providing teacher feedback on instruction. They will conduct regular walk-throughs with every teacher at least once per quarter. Principal walk-throughs will be expected to conclude with sharing written or oral observations with the teacher within 48 hours.

These walk-throughs will also be used in the more formal teacher evaluation process. For areas in which an individual teacher's practice can be strengthened as evidenced by the walk-through, the Principal and/or Chief Academic Officer will work with the faculty member to identify appropriate support to be provided. This support could include observing the classroom of another faculty member who is strong in the area needing support, working with a math or literacy coach, process mentor from Wayne RESA or engaging in external professional development.

Detroit Community High School will introduce Learning Walks that communicate the expected standards of high quality instruction in every classroom. These Learning Walks are brief classroom visits by groups of instructional leaders that will include teachers, Principal and/or Chief Academic Officer, and an outside agent possibly from Wayne RESA or Saginaw Valley State University. The purpose of these Learning Walks is to gather data (snapshots) of classroom practices that can be related to student achievement. This group, along with the observed teacher, will reflect on what students are learning, learning strategies, student interaction with the content, and student engagement. The rubrics for these Learning Walks will be posted throughout the school and communicated to all teachers that these are the standards that every teacher is expected to meet and by which they will be evaluated. Each teacher will be expected to develop an individual professional development plan to focus on improvement in one or more of the indicators of high quality instruction.

Note ... Walk throughs conducted by the building principal and CAO are aligned with Charlotte Danielson's A Framework for Teaching. The reasons for this alignment stem from solid educational research into effective teaching practices, teachers and administrators share a common vocabulary that is transferred to both entities understanding what should occur in a

productive classroom, and creates conversations to support ongoing and future professional staff development in order for teachers to “tweak” their professional practice.

### ***Requirement 3 --- Evaluation systems are designed with teacher and principal involvement***

The Detroit Community Schools have chosen to use the Charlotte Danielson Framework for Teaching as their teacher evaluation process. Charlotte Danielson's website indicates the following regarding teacher evaluation:

“An effective system of teacher evaluation accomplishes two things: it ensures quality teaching and it promotes professional learning. The quality of teaching is the single most important determinant of student learning; a school district's system of teacher evaluation is the method by which it ensures that teaching is of high quality. Therefore, the system developed for teacher evaluation must have certain characteristics: it must be rigorous, valid, reliable, and defensible, and must be grounded in a research-based and accepted definition of good teaching. The Framework for Teaching provides such a foundation. In addition, however, the procedures used in teacher evaluation can be used to promote professional learning. When teachers engage in self-assessment, reflection on practice, and professional conversation, they become more thoughtful and analytic about their work, and are in a position to improve their teaching. Evaluators can contribute to teachers' professional learning through the use of in-depth reflective questions. By shifting the focus of evaluation from “inspection” to “collaborative reflection” educators can ensure the maximum benefit from the evaluation activities.”

“The Framework for Teaching is a research-based set of components of instruction, aligned to the INTASC standards, and grounded in a constructivist view of learning and teaching. In this framework, the complex activity of teaching is divided into 22 components (and 76 smaller elements) clustered into four domains of teaching responsibility: planning and preparation (Domain 1), classroom environment (Domain 2), instruction (Domain 3), and professional responsibilities (Domain 4). Each component defines a distinct aspect of a domain; two to five elements describe a specific feature of a component. Levels of teaching performance (rubrics) describe each component and provide a roadmap for improvement of teaching. The Framework may be used for many purposes, but its full value is realized as the foundation for professional conversations among practitioners as they seek to enhance their skill in the complex task of teaching. The Framework may be used as the foundation of a school or district's mentoring,

coaching, professional development, and teacher evaluation processes, thus linking all those activities together and helping teachers become more thoughtful practitioners.”

Detroit Community Schools is committed to improving student achievement through the use of a teacher evaluation system that aligns with best practices for improved student achievement. Teachers began their introduction and training of the Danielson model on November 10, 2010. The Charlotte Danielson Group is conducting the training and there will be four additional trainings for the teaching staff.

**View Appendix F:** Charlotte Danielsons Training Agenda and Sign -In Sheets

The instrument being developed to evaluate the Principal uses a methodology similar to Danielson.

***Requirement 4 --- Identify and reward school leaders, teachers, and other staff who have increased student achievement and remove leaders and staff who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes.***

Building teacher leadership, through the establishment of a formal teacher leader position and school-based teams, is another critical component in turning Detroit Community High School turn-around plan. The position of Instructional Leader will be established. An Instructional Leader’s work year will include an additional 30 days for which he/she will be paid a stipend of \$6,000 for the extra time and leadership responsibilities. School-based teacher leadership teams as part of the whole-school change process, will be established. Developing a cohesive and functional team led by administrators and/or teachers will require rigorous training on how teams function effectively to initiate and monitor change. These school-based instructional teams may also be part of the school-level redesign teams since their collective responsibility will be the implementation of the school-level redesign plan. The Michigan Principals Fellowship will play a key role in the design and training of these teams.

As well, the district will establish financial incentives for all faculty and administrators within the Detroit Community Schools. The financial incentives will be tied to meeting the school’s measurable annual goals, with up to a 1% financial reward attached to each of seven different measurable annual goals, for a total of up to a 7% salary reward. High

School faculty and staff will receive an additional bonus for each year that the graduation rate exceeds 90%.

<b>Detroit Community Schools School Performance Goals</b>	
<b>September 28, 2010</b>	
<b>1.</b>	By the 2012/2013 school year, Detroit Community School's students will score at least 1% higher than State average on all MEAP and MME tests administered.
<b>2.</b>	Detroit Community Schools will benchmark student performance on the MEAP and MME with Harding and Gompers Elementary (two neighborhood Detroit Public School Elementary Schools), Lessenger Middle School, and Henry Ford High School. Note ... several of these schools are being consolidated are will be renamed.
<b>3.</b>	Detroit Community Schools will benchmark student performance on the MEAP and MME with Detroit Service Learning Academy, Plymouth Educational Center and Detroit Edison Public School Academy (those charter schools with similar student demographics).
<b>4.</b>	Detroit Community Schools will score at least 1% higher than the national average for goal attainment on the NWEA measure of Academic Performance (MAP) Test in 2010 – 2011.
<b>5.</b>	Detroit Community Schools will benchmark student performance on the NWEA Measure of Academic Performance (MAP) Test with the national average of schools with similar student demographics.
<b>6.</b>	Detroit Community Schools will achieve Adequate Yearly Progress (AYP) annually.
<b>7.</b>	By the 2012/2013 school year Detroit Community Schools will achieve at least a B letter grade on the Ed YES! Report.

The district has provided Detroit Community Schools principals with the latitude to annually remove unsatisfactory or underperforming permanent teachers, or permanent teachers who are not a good match for the school. In return, principals are expected to have (1) undertaken the district's teacher evaluation process, (2) placed the teacher on an improvement plan, and (3) documented that there has been little to no progress prior to removing the teacher from the school. Detroit Community Schools is an "At will" employer, and school leaders and staff understand that continued employment is contingent upon improved student achievement.

Detroit Community Schools has developed a list of non-negotiable expectations and routines for any staff person who chooses to work at the school. Currently, the list includes the following expectations and routines:

**All DCS teachers are expected to:**

- **Believe that every student is capable of high achievement and deserves a challenging, engaging curriculum and academic support to be successful**
- **View themselves as a leader in the school**
- **Be responsible for every student in the school**
- **Use Professional Learning Community time to improve instruction and student learning**
- **Contribute to building a culture of respect for all students and colleagues**
- **Teach bell to bell in delivering standards-based curriculum. Students should know the purpose of every lesson. Differentiated and varied instruction is used to meet students' diverse needs. Examples of exemplary student work are prominently displayed on the walls**
- **Model the behavior that we want all of our students to have**
- **Attend all team and staff meetings, as well as professional development, and be on time**
- **Be on duty at the beginning and end of each day, and during passing times**
- **Attain a minimum of 97% attendance for the school year, excluding long-term illnesses**



Every staff person who works at Detroit Community Schools will annually receive a letter of district expectations, and will be required to sign off that they have received it. This letter will include the school's mission, the school schedule for faculty, and the above list of non-negotiables, which may be revised and refined annually. In this way, the school will build a staff that is unified around the common vision of Detroit Community Schools.

***Requirement 5 --- Provide staff with ongoing, high quality, job embedded professional development (subject specific pedagogy, differentiated instruction or a deeper understanding of the community served). Professional development is aligned and designed to insure that staff can facilitate effective teaching and learning and have the capacity of successfully implementing school reform strategies.***

A strong emphasis will be placed on creating a culture of adult accountability, in which all faculty are held to high standards of effective instructional practice and all teacher teams will be trained and expected to engage in professional learning communities in which improving instructional practice is viewed as the catalyst to increased student engagement and achievement. Teacher evaluation will be directly tied to demonstrating high quality instruction.

Data-driven inquiry and decision making will become a foundation of DCHS professional community and discourse. Multiple sources of student engagement and achievement data, including periodic formative assessments, will be used to track student progress, identify instructional gaps, differentiate instruction, and strengthen instructional focus and practice. Reading comprehension and effective writing will be instituted across the curriculum. Teacher data will be tracked to identify those classrooms in which students are progressing, and effective practices of these teachers will be identified and highlighted. As well, classrooms will be identified in which students are lagging; these teachers will receive additional support.

Successful schools are places where teachers are always questioning and reflecting on their practice, and in which faculty members collaborate regularly to improve instruction

and assessment. Instead of working in isolated classrooms, teachers in successful schools come together to discuss ideas, share practices, and plan curriculum.

Using the DCHS theme of leadership, we will promote faculty leadership throughout the school, including an empowered Instructional Leadership Team, interdisciplinary academic teams, and department teams. We will encourage all teachers to take leadership roles in promoting instructional improvement and innovation.

Detroit Community High School will create strong professional learning communities that are relentlessly focused on instructional improvement and increased student achievement. We will create a professional culture in which faculty are regularly engaged in discourse on sharing instructional practice, consulting on instructional dilemmas, and identifying new resources to expand their instructional repertoire. We will de-privatize our classrooms so that it is a common occurrence to have adult visitors in the classroom to observe, ask questions, and learn. Teacher teams will regularly engage in looking at student work to ascertain whether it meets the school's standards, identify gaps, and agree upon instructional strategies to address these gaps.

Detroit Community Schools faculty will receive substantial training, during the 2010-2011 school year and ongoing over two years, in the use of professional learning community (PLC) protocols and practices that build the capacity of academic teams to focus upon examining and improving instructional practice. Faculty will be trained in the practice of looking at student work and teacher assignments to improve instructional practice, using standards and writing rubrics. Teachers will receive Professional Development Points and the option of receiving college course credit, dependent upon completing additional course assignments and paying a modest course tuition.

The goal of this PLC work in interdisciplinary and discipline teams will be to forge common agreements on the quality of student work expected across academic disciplines, and the instructional practices that will effectively lead students to produce quality work. Exemplars of student work in each discipline will be identified and posted. Each PLC team will be expected to set a goal for gaps in student learning that they address and improve.

**Each interdisciplinary and discipline team will be expected to engage in regular data-based analysis and inquiry, focusing on student learning progress and to publicly display their findings. Interdisciplinary teams will also be expected to engage in formal quarterly learning walks during team time to classrooms in**

another grade – two in Year One and four in subsequent years. All teams will use the Learning Walk rubrics as their lens for the learning walks, selecting in advance 1-3 indicators to focus upon. A learning walk protocol will be used, focused upon the questions:

- What did you see that met the providing or sustaining levels of the rubric?
- What questions do you have about what you saw?
- What can you bring back to your classroom and instructional practice?

In addition to the walk-throughs, every teacher will be encouraged to drop in to any classroom at any time to observe their colleagues for even merely a few minutes. Conversely, every teacher will be expected to welcome any teacher that drops in for an informal classroom observation. Our goal is to create a professional culture in which observations are welcomed as opportunities for learning and discourse, rather than viewed as threatening or an annoyance.

#### **View Appendix C:**

Section 1- Staff Back to School Professional Development Schedule

Section 2- Detroit Community Schools 2010-2011 Staff Professional Development Calendar

#### **View Appendix E:**

***Requirement 6 --- Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and/or flexible working conditions designed to recruit and retain staff to meet the needs of students in a transformational school.***

Detroit Community Schools is implementing financial incentives that are based on individual student achievement and school-wide achievement. DCS is also implementing a career ladder for teachers that provides opportunities for teachers to be mentor or master teachers, plus the opportunity for teachers to become Instructional Team Leaders (PLC Leaders). Teachers, as well as school leaders, are working on a final plan for these financial incentives (\$100,000). This plan will be complete by January 30, 2011.

### **View Appendix H:**

A Career Ladder can allow teachers to take on additional responsibilities, such as mentoring, for higher pay. The System for Teacher and Student Advancement ([www.tapsystem.org](http://www.tapsystem.org)) will be used as a guide for this committee to complete its work on the Career Ladder.

## **COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES**

***Requirement 1 --- Use data to identify and implement an instructional research based program that is vertically aligned from one grade to the next, as well as aligned to state standards.***

All professional staff will participate in regularly scheduled data reviews sessions (i.e. Carnegie Math) to foster a culture and practice of continuous improvement at DCS. Data review sessions will focus exclusively on two things: 1) school and classroom-level data, and 2) district and school level interventions and strategic moves. These two sets of reviews will be an opportunity for school leadership and district staff to state what they see in key data points and to determine/articulate what their next set of strategic moves will be to improve performance during that marking period. Sessions will be 60-90 minutes in length, and led by the Chief Academic Officer. These sessions - should the data analysis call for it - will inform modifications to the redesign plan and implementation benchmarks and timeline. If such changes are made, appropriate DCHS staff will be contacted with a review of the findings, and needed next steps.

**The following measurable annual goals will be monitored:**

***Student Rates (Baseline Year: 2009-2011 school years)***

- Adequate Yearly Progress (AYP) student attendance rates
- Truancy rate
- Exclusion (i.e. expulsion rate)
- Out of school suspension rate
- Number of drug, weapon, or violent incidents
- Student retention rate
- Dropout rate

***Student Achievement (Baseline Year: 2009-2011 school years)***

- **4-year graduation rate**
- **Percentage of students scoring warning/failing on MEAP/MME/NWA ELA - Aggregate**
- **Percentage of students scoring warning/failing on MEAP/MME/NWA Math - Aggregate**
- **Median Student Growth Percentile (MEAP/MME/NWA) ELA – Aggregate**
- **Median Student Growth Percentile (MEAP/MME/NWA) Math – Aggregate**

***College Readiness and School Culture (Baseline Year: 2009-11 school years)***

- **% of all students in grades K-1 reaching grade level benchmarks on the MLPP – Michigan Literacy Progress Profile**
- **% students scoring C or higher in at least four MEAP subject areas (ELA, mathematics, science, social studies,)**
- **% of sophomores who participate in PSAT examinations**
- **% of parents participating in at least one teacher-parent conference per year**
- **% of parents participating in Parent University**
- **% of parents returning signed home-school compacts**
- **% parents reporting meaningful opportunities to engage with and/or contribute to the school – DCS Climate Survey**
- **Students' mean score on student engagement index – DCS Climate Survey**
- **% students reporting that they are thinking about going to college and understand what it takes to get there – DCS Climate Survey**
- **% of students reporting that effort and good work are recognized by their school – DCS Climate Survey**
- **Mean score for collective teacher efficacy – DCS Climate Survey**
- **% teachers reporting using results from formative/interim assessments to improve and/or differentiate their instruction to meet student needs – DCS Climate Survey**

***Aligned Curriculum***

In order to ensure alignment with the state standards, as well as across grade levels and subject areas, the Detroit Community Schools has adopted the Saginaw Valley State University pacing and instructional guides for all core academic disciplines. The pacing guides divide the state standards by grade level into marking periods (or quarters). The instructional guides provide standards-aligned themes, key questions, and learning outcomes. All teachers at Detroit Community High School are expected to use the pacing and instructional guides as a basis for their curriculum.

The Detroit Community High School Redesign Team has proposed to significantly increase the instructional time for the four core academic disciplines of English language arts, math, science, and social studies. As well, additional time for literacy and math will be devoted to those students needing academic intervention. With an aligned curriculum and greater instructional time. We are convinced that this combination will have a positive impact on increasing student achievement.

We will work with district staff and Saginaw Valley State University to conduct a curriculum review to ensure that the curriculum is standards-based and academically challenging, preparing students well for the high school curriculum upon graduation from the school.

The Instructional Leaders and the teachers will develop monthly resource packets that can be used as supplemental material by teachers. In math, the ILS/teachers will develop packets focused on number sense and operations to supplement the unit that teachers are on. In ELA, resource packets will focus on primary source materials, research reports, learning projects, and more interactive instructional materials and activities not found in the pacing and instructional guides. Once completed, the respective ILS will work with discipline teachers to incorporate the curriculum resources into their classroom curriculum.

Recent advances and changes in technology, the economy, and information access require that schools teach new content and skills, termed “21<sup>st</sup> century skills,” to prepare students for post-secondary education, the workplace, and meaningful civic engagement (Partnership for 21<sup>st</sup> Century Skills, 2007). Examples of 21<sup>st</sup> century skills include critical thinking and problem solving, leadership, media literacy, cross-cultural skills, leading by influence, and adapting to new situations. Each discipline team will plan how to embed a set of 21<sup>st</sup> Century skills into the academic curriculum. Each team will begin with one academic unit which they will then pilot, assess the success, and use the lessons learned to inform the integration of 21<sup>st</sup> Century skills into subsequent units.

## **Effective Instruction**

First and foremost, every faculty member will be expected to convey and build a classroom culture of high academic expectations for every student, coupled with the commitment to assist every student to meet a raised academic bar.

**These expectations will be conveyed through the following means:**

- **Communicate a consistent message that every student is capable of producing high quality work, and that the school will provide support to assist every student in attaining this goal**
- **Create an expectation and practice of re-drafting student work until it meets quality standards**
- **Post and review exemplars so that students can understand what constitutes high quality work**
- **Assist students to take ownership of their own learning through internalizing the desire to always produce their best work**
- **Work in interdisciplinary teams to ensure consistency across classrooms in academic expectations and grading policies.**

For every class, every teacher will be expected to have posted on the board (1) a self-explanatory activator in which students will be expected to engage as soon as they sit down, with the knowledge that a quick review will take place once the class begins, (2) objectives and lesson activities for the day, and (3) the evening's homework assignment. In this way, teachers will be expected to teach bell to bell. Homework is expected to be assigned five days per week in the core academic disciplines, and it should be purposeful, building upon the classroom learning of the day. All homework is expected to be checked, with feedback provided to students.

While in many schools the teaching of reading, vocabulary development and writing has been left to the English language arts teacher, beginning in September 2011 every DCHS teacher will be expected to be a teacher of reading, vocabulary development and writing. Just as scientists, mathematicians, economists, geographers, historians, and politicians are expected to master reading and writing within their respective professions, every faculty should be expected to teach reading and writing within their disciplines. Reading, vocabulary development and writing are the entry point into every academic discipline.

With this in mind, DCHS will establish a set of common writing rubrics (expository, narrative, persuasive) in every grade that will be expected to be used across content disciplines, including the assessment of content, mechanics, organization, and voice (the 6+1



writing rubric will be considered). Creating these writing rubrics will establish a common standard of quality writing across all the disciplines. Every teacher will be expected to regularly give writing assignments, and use the rubrics in assessing these writing assignments. Every teacher will be expected to identify exemplars of writing within their disciplines, review with students why the samples are exemplars, and post them regularly within the classroom.

As a consistent standard of writing across disciplines is introduced to faculty and students, the practice of re-drafting until quality work is achieved will also be introduced. Much like in the real world in which writing products are regularly drafted, reviewed and given feedback, and edited and revised prior to completion, we hope to introduce this process across all the academic disciplines at Detroit Community High School. Every student needs to experience the process of producing quality work, as only then will they know they are capable of attaining this level of work. Quantity will be re-cast in terms of numbers of drafts rather than numbers of assignments.

In addition to increasing faculty-wide expectations for teaching writing, DCHS will also emphasize reading and vocabulary development comprehension across the disciplines. We are aware that many of our students do not fare well in the academic disciplines because they do not yet have solid skills of understanding and accessing academic text. Proficient readers know when they understand what they are reading, and when they are not understanding. They can identify when and why the meaning of a text is unclear to them, and can use a variety of strategies to solve comprehension problems or deepen their understanding of a text. Over the next three years we will train all faculty in a set of reading comprehension strategies that are key to becoming a fluent, proficient reader, and how to integrate them into their discipline teaching.

Faculty will be provided with faculty-wide professional development, followed by facilitated team time in which faculty select one reading comprehension at a time to incorporate into their instructional practice, with a debrief taking place at a subsequent team meeting. Principal and Chief Academic Officer walk-throughs will observe and provide feedback on how teachers are integrating writing and reading comprehension strategies into their daily instruction, with follow-up consultation and supervision provided to those teachers that are struggling.

Student data revealed the need for teachers to become more proficient in differentiating instruction for the varied learning needs and skill levels of students in each classroom. DCHS will provide professional development to all faculty on effective implementation of



differentiated instruction. While some of this training will be provided through an external consultant, we will also tap the expertise of teachers within the school – providing faculty with opportunities for classroom observations as well as effective teachers sharing their practice with other colleagues during team meetings and full faculty professional development time.

DCHS will utilize Reading Apprenticeship as the foundation for increasing reading across the core areas. WestEd's Reading Apprenticeship helps teachers support students to become motivated, strategic, and critical readers, thinkers, and writers. Our research-based framework supports middle school, high school, and community college students at all levels to develop positive literacy identities and engage with challenging academic texts. Teachers, schools, districts, and community colleges implementing Reading Apprenticeship find that it can produce a dramatic, positive transformation of students' engagement and achievement not only in literacy, but also in learning across all academic disciplines.

Reading Apprenticeship draws on teachers' untapped expertise as discipline-based readers, and on adolescents' strengths as learners. This proven framework:

- **De-mystifies reading; we help teachers and students see that reading is complex and that it changes depending on text and purpose for reading.**
- **Makes teachers' reading processes and knowledge visible to students and vice versa.**
- **Helps teachers develop a repertoire of classroom routines for building students' sophisticated literacy skills into content area learning goals.**
- **Transfers increasing responsibility to students through routines for text-based social interaction.**
- **Builds students' motivation, stamina, and repertoire of strategies for understanding and engaging with challenging academic texts.**

Reading Apprenticeship involves four interacting dimensions of classroom life that support reading development:

**Social**  
**Personal**  
**Cognitive**  
**Knowledge-Building**

These dimensions are woven into subject-area teaching through metacognitive conversations—conversations about the thinking processes students and teachers engage in as they read. Extensive reading—increased opportunities for students to practice reading in more skillful ways—is central to this framework.

**Social:** The social dimension draws on students’ interests in peer interaction as well as larger social, political, economic, and cultural issues. Reading Apprenticeship creates a safe environment for students to share their confusion and difficulties with texts, and to recognize their diverse perspectives and knowledge.

**Personal:** This dimension draws on strategic skills used by students in out-of-school settings; their interest in exploring new aspects of their own identities and self-awareness as readers; and their purposes for reading and goals for reading improvement.

**Cognitive:** The cognitive dimension involves developing readers’ mental processes, including their repertoire of specific comprehension and problem-solving strategies. The work of generating cognitive strategies that support reading comprehension is carried out through classroom inquiry.

**Knowledge-Building:** This dimension includes identifying and expanding the knowledge readers bring to a text and further develop through personal and social interaction with that text, including knowledge about word construction, vocabulary, text structure, genre, language, topics, and content embedded in the text.

***Requirement 2 --- Promote the continuous use of individual student data (formative, interim, and summative) to inform and differentiate instruction to meet individual student needs.***

Detroit Community High School administration and faculty understand the urgency that faces us. Student achievement is well below the standards that define success and opportunity in later life. We are committed to dramatic change that will enable us to meet the measurable annual goals in this proposal.

The revised mission of Detroit Community High School is to create a challenging learning environment that fosters academic excellence and lifelong learning for every student. We will ensure that every DCHS student becomes a critical and independent thinker, a leader, and a contributing member of an increasingly global community. By providing our students with a strong foundation of knowledge, skills, and experience, we will promote the intellectual, creative, and social development of every DCHS student.

**Our theory of action is as follows:**

**The Detroit Community High School believes that student achievement in all disciplines will significantly increase if we are successful at establishing the following transformation components:**

- **A culture of shared leadership and accountability at all levels – students, faculty, parents, administration, and community members**
- **Strong professional learning communities focused on improving instruction**
- **Increased instructional time for students and professional collaboration time for faculty**
- **Use of data-based inquiry and periodic formative assessments to identify students' learning gaps and effective instructional strategies that will address them**
- **A school-wide focus on effective literacy practices**
- **Appropriate and effective academic interventions that are tailored to students' learning gaps**
- **Parent engagement strategies focused upon their children's learning, and**
- **Strong community partnerships that leverage additional resources into the school**

By following this theory of action, we will significantly accelerate the learning outcomes of all of our students and across all subgroups – higher attendance, lower suspensions, higher grade promotions, higher course grades, and higher MEAP/MME/NWA and formative assessment test scores.

Student assessment at Detroit Community High School will include both formative assessments – on-demand writing samples, journal reflections, written feedback on drafts, quizzes, peer feedback, writing conferences – as well as summative assessments – standardized tests, performances, essays, research papers, a unit test, or portfolio review. The PLC practice of looking at student work is another form of formative assessment. We want to build a professional expectation that teachers will use assessment results to guide their daily instruction and curriculum revisions.

We intend to use assessment at DCHS to identify those students who may need additional academic help, and to conduct analyses to identify subgroups of students who are not being served well. In this way, assessments will be an equity tool for us, enabling faculty to discuss how to identify and support all students to achieve at high standards of performance.

The Detroit Community Schools have contracted with Northwest Education Association to conduct periodic assessments in math and ELA three times per year that are aligned to

state standards and the MEAP/MME test. NWEA will assist DCHS to set MEAP/MME goals, teach to the aligned standards, conduct and interpret interim assessments, adopt effective instructional practices that address identified gaps, and re-test to assess progress. Data from each periodic assessment is turned around in 48 hours to provide on-time data for analysis. This data will be used to also determine how to differentiate instruction for identified students who need it.

After the results have been received for each NWEA periodic assessment, homeroom teachers will consult with each student to assess the results, and set goals for improvement during the next period of instruction. In this way, we will build in students the internal capacity to better understand and track their academic progress, to set short- and long-term goals for improvement, and to assess whether their goals have been achieved. This process of taking ownership is a cornerstone of building strong leadership qualities in each of our students.

A Data Wall will be set up in a public space to display multiple sources of student engagement and achievement data, disaggregated by race, income, gender, language, and special education status (attendance, suspensions, course failures, promotions, MEAP/MME scores, discipline referrals, etc.). This Data Wall will be regularly analyzed by faculty and administrators to assess how students are doing, identify challenges, and engage in data-based inquiry around the most pressing challenges. The goal is to create a data-rich professional culture, in which faculty are problem solvers whose decisions are guided by data rather than past practice.

### **INCREASING LEARNING TIME AND MECHANISMS FOR COMMUNITY-ORIENTED SCHOOLS**

***Requirement 1 --- Establish schedules and strategies that provide increased time for all students to learn core academic content by expanding the school day, week or year. Provide increased instructional time for core subjects during the school day.***

To provide students with the high-quality, well-rounded education that they deserve, Detroit Community Schools has increased the instructional day by 30 minutes/daily (90 hrs./year) in the 2010 – 2011 school year, and will add a additional 30 minutes to next year's school day. DCHS intends to completely redesign their school day from the ground up, adding time for core academics, enrichment courses, and teacher planning and professional development in the 2011 -2012 school year.

DCHS has taken the important step of expanding the school schedule for every student to improve academic performance and reintroduce students to enrichment programs by introducing after-school programs such as e2020 and READ 180. DCHS has purchased 100 licenses for e2020. DCHS is rotating 100 opportunities for students every 12 weeks. This will give every student in the high school an opportunity to address remediation and credit recovery after school. Detroit Community Schools is now providing opportunities to both students and parents to utilize these innovative software programs by having the building open daily from 7:30 am – 7:00 pm (M-TH).

Detroit Community Schools is committing to a complete redesign of its educational program tied to student needs, student goals, and a clear, school-wide academic focus in the 2011 - 2012. Additional time must be aimed at improving academic outcomes and broadening opportunities in three key areas: (1) core academics; (2) enrichment opportunities, and (3) teacher planning and professional development. DCS will include a wide range of stakeholders (teachers, parents, students) in this planning and redesign process.

### ***Requirement 2 --- Provide ongoing mechanisms for family and community engagement***

**View Appendix D:** Detroit Community Schools 2010-2011 Parental Involvement Plan

## **PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT**

***Requirement 1 --- Provide the school operational flexibility (staffing, calendars, time, budgeting) to implement a comprehensive approach to substantially increase student achievement and increase graduation rates.***

The Superintendent has delegated responsibility for staffing, calendars and time to the Principals. Detroit Community Schools will use budget flexibility to think differently about resource allocation – e.g., concentrating faculty in core academic areas to lower class sizes and teacher-student loads; increasing school-based professional development through summer and Saturday stipends to work on curriculum development and new assessment practices. Key to budget formation and allocation is ensuring that the school budget matches the school’s instructional priorities. In this way, we will construct a school budget that uses resources to maximize quality instruction and high student performance.

Detroit Community Schools Redesign Plan is developed with the intent to build capacity over three years to sustain the acceleration work in the years beyond. Thus, the financial plan is built largely upon using the district’s general school funds wisely in re-allocating them to meet the school’s new priorities. The district uses a per pupil budget model, using all integrated fund sources while being mindful of the requirements of each fund source. Each year, the Instructional Leadership Team will work with the principals in designing an integrated budget that uses all revenue sources, including Title I and other federal and state funds, to support Detroit Community School’s Redesign Plan.

Using a combination of general funds, Title I and II funds, and other state sources, the Detroit Community Schools will support the funding of the following components of the Detroit High School’s redesign plan: Read 180, Education 2020 – e2020, Carnegie Math, Battle Creek Math and Science Center – Science Units of Study, Social Studies Alive!, NWEA – Northwest Education Association Assessments, stipends for curriculum writing, and the Chief Academic Officer position.

**Detroit Community Schools is requesting to use its Title funds for the following purposes:**

- **Staffing for 3 positions:**
- **A social worker position to refocus our guidance program on leveraging social service resources into the school and coordinating home-school relationships**
- **Faculty stipends for working a longer school day and Saturdays, as well as financial incentives for meeting measurable annual goals**
- **Hardware to support academic intervention programs (computers, computer tables, printers, Smart Boards, headphones)**
- **Academic and behavioral intervention programs (e.g., Scholastic – Read 180)**
- **Professional development consultants**

**We will accomplish this goal in the following ways:**

- **First and foremost, by the end of three years Detroit Community Schools will have established strong professional learning communities and a culture of shared leadership and accountability that will be the driving force for sustaining gains made over the first three years. Data-based inquiry and decision making will be embedded in the school improvement process. Learning walks, looking at student work, and data walls will maintain a sharp focus on instructional improvement.**
- **All three positions to be funded through federal funds will be capacity building positions that will naturally phase out after three years. It is anticipated that by the end of three years faculty and administration will be well trained in data-based inquiry, and the data systems will be set up so that this role may be able to be assumed by the Principal. As well, the Social Worker and Family and Community Coordinator positions will have built capacity with all of the guidance counselors to take on the new role of leveraging external social service resources into the school, conducting student support groups, and strengthening home-school communication. By the end of three years, new external resources will already have entered into strong partnerships with the Detroit Community Schools.**
- **The district will seek to acquire additional revenue sources, reallocated existing funds, or include additional funds in the district's general schools budget, for the stipends for faculty working additional hours beyond those required within the local teachers' union contract.**

Detroit Community Schools has identified the Michigan Principals Fellowship as its primary external partner who will help to facilitate the implementation of this plan. This external partner will assist DCHS in building the capacity of faculty to become self-sustaining professional learning communities. Detroit Community Schools will use the Guide to Working with External Partners as posted on the Michigan Department of Education website/Redesign Office to assist them in identifying an external provider.

All teachers will be trained as teacher leaders to facilitate the professional collaborative work within each of the discipline and interdisciplinary academic teams. The Instructional Leadership Team will work on building capacity to have its own members manage and facilitate the team. The Principal will have built capacity to manage a school-wide culture of professional learning communities, in which faculty are empowered to contribute to decision making focused on instructional improvement and high student achievement.



The Detroit Community Schools will continue to provide assistance to Detroit High School, primarily by ensuring key flexibilities over staffing, budgeting, curriculum, and scheduling for the school, and by supporting key district initiatives that have been implemented to assist the school – including early warning indicators, e2020, and READ 180. A key challenge will be to ensure sufficient funds to sustain the extended day for students and faculty beyond the life of the federal grant. The school district will explore additional options.

***Requirement 2 --- Ensure that the school receives ongoing, intensive Technical Assistance and related support for LEA, SEA or other designated external partner or organization.***

The district will provide intensive technical assistance by assigning the Chief Academic Officer to coordinate services and supports from central office departments (i.e., curriculum and instruction, transportation, budget, facilities management, family and community engagement, etc.) and to help streamline the delivery of those services. This key district leader will work directly with the principal and school staff to look at student work, analyze achievement data, and help build a cohesive and collaborative environment. In addition, the Chief Academic Officer will work to monitor turnaround interventions in the high school. In doing so, three primary processes will be implemented: regularly scheduled learning walks and classroom observations; professional development audits aligning adult learning needs to student learning needs; and high level data reviews that will continuously monitor the implementation of the selected intervention model at the high school.

The Detroit Community Schools has long worked in partnership with their authorizer, Saginaw Valley State University, and have benefitted from their academic and technical expertise. This institution of higher education has and will continue to play a significant role in the district turnaround process. The district has also committed to working with the Michigan Principals Fellowships Organization to provide ongoing support.

Additionally, smaller community partners are an equally important resource and provide an essential link to the communities and the lives of families and students at this school. Extended learning time, after-school supports, tutoring for students, extracurricular/enrichment activities, and social and mental health services are some of the critical areas of support provided by these community partners. The alignment of these partnerships to the schools' priorities and to the unique needs of the students and families in this school, as well as effectively managing these partnerships, will be a strong factor in eliminating



access and achievement gaps. The DCS Office of Family and Student Engagement will help identify additional partners and services in the communities surrounding these schools, and in the residential communities where students live, as well as making certain that there is continued alignment with each school's mission and targeted priorities.

## **Appendix**

**Appendix A:** Letter from Saginaw Valley State University

**Appendix B:**

Section 1- Resume for Aaron Williams, Jr., High School Principal

Section 2-Resume for Gail Parks, Elementary/ Middle School Principal

Section 3- Resume for David Harwell, Deputy Superintendent/ Chief Academic Officer

Section 4- Resume for Milo Tilton, Detroit Community Schools Superintendent

**Appendix C:**

Section 1- Staff Back to School Professional Development Schedule

Section 2- Detroit Community Schools 2010-2011 Staff Professional Development Calendar

**Appendix D:** Detroit Community Schools 2010-2011 Parental Involvement Plan

**Appendix E:** The Michigan's Principals Fellowship

**Appendix F:** Charlotte Danielson's Training Agenda and Sign -In Sheets

**Appendix G:**

Section 1- Response to Intervention: Project S.W.A.T.

Section 2- Overview – RtI – Academic – Math and Reading

**Appendix H:** Michigan Merit Pay Plan (Rough Draft)

**Appendix I:** 9th Grade Academy

**Appendix J:** Active Community Partnerships

**Appendix K:** Projects in Progress



Dear Colleague:

Welcome to the 2010-2011 school year! This has indeed been a very busy summer. DCS has held a summer school and a freshmen orientation. We have hired many new members to our school family. New curriculum resources, programs, and initiatives will be implemented this fall and carried out throughout the course of the school year. Suffice it to say, Detroit Community Schools has undergone an incredible amount of change that will improve, enhance, and increase student and staff performance. It is truly a wonderful time to be a part of this organization.

Please allow me to introduce myself. My name is Dave Harwell. I will serve as the new Assistant Deputy Superintendent – Chief Academic Officer. I had been serving as the Assistant Superintendent for Instruction for Holland Public Schools located in Holland, Michigan. The student population of Holland Public Schools consists of approximately 4,000 students with one early childhood center, four K-7 schools, one 8-12 high school, and a credit recovery school. The student demographics consist of approximately 60-70% of the student population qualifying for free and reduced lunch along with the majority of our students being minorities.

What I can bring to Detroit Community Schools is a highly dedicated, effective, and knowledgeable professional who strives to make a difference in the lives of students and educators. A shared vision based on high expectations for academic achievement and teacher effectiveness will form the foundation of the common bond that strengthens our school family.

These high expectations are conveyed through a guaranteed and viable curriculum that exceeds state standards, focusing on best practice teaching strategies. This curriculum can be enriched daily through hands-on activities and materials, technology, teacher innovativeness with differentiated instruction, and encouragement of higher order thinking skills.

In conclusion, please allow me to share with you a quote that hangs in my office that serves as a foundation of what I try to accomplish everyday:

*"True leaders are not those who strive to be first,  
but those who are first to strive and who give their all for the success of the team.  
True leaders are the first to see the need, envision the plan, and empower the team."*

I look forward to working with all of you as we "Change the World" at Detroit Community Schools.

Yours in education,

*Dave Harwell*

Dave Harwell



		Thursday, August 26	Friday, August 27
		8:30 a.m.- 11:30 a.m.	12:30 p.m.- 3:30 p.m.
KDG			
1 <sup>st</sup>			
2 <sup>nd</sup>			
3 <sup>rd</sup>			
4 <sup>th</sup>			
5 <sup>th</sup>			
6 <sup>th</sup> ELA			
7 <sup>th</sup> , 8 <sup>th</sup> , 9 <sup>th</sup> ELA			
10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup> ELA			
6 <sup>th</sup> , 7 <sup>th</sup> , 8 <sup>th</sup> Math			
9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup> Math			
6 <sup>th</sup> , 7 <sup>th</sup> Science			
8 <sup>th</sup> , 9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup> Science			
6 <sup>th</sup> , 7 <sup>th</sup> , 8 <sup>th</sup> Social Studies			
9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup> Social Studies			
K-8 Spanish			
HS Spanish			
HS French			
K-8 PE/Health			
K-8 Music			
K-8 Art			
9-12 Technology			
9-12 Electives			
		<b>Welcome Back!</b>  All staff meet in the DCHS cafeteria.  A continental break fast will be provided.  Directly after our welcome back remarks, Ralph Cunningham from MM1, will provide you with information pertaining to payroll, benefits, 401K, and other related information.	Principal led building meetings:  K-8 meet in Room 117 – modular 3  9-12 meet in Room 435 – Chemistry Room  All staff meet at Crossroads Adventure Center located in Oxford, MI, for team building activities.  Directions and other logistical information will be shared with you on Thursday, August 26.





	Monday, August 30		Tuesday, August 31	
	8:30 a.m.- 11:30 a.m.	12:30 p.m.- 3:30 p.m.	8:30 a.m.- 11:30 a.m.	12:30 p.m.- 3:30 p.m.
KDG	Assessment Training	Assessment Training		
1 <sup>st</sup>	Implementation training – NWEA Northwest Education Association – MAP measures of Academic Progress	Implementation training – NWEA Northwest Education Association – MAP measures of Academic Progress	Implementation training – Harcourt/Houghton Mifflin Reading	Implementation training – Harcourt/Houghton Mifflin Reading
2 <sup>nd</sup>				
3 <sup>rd</sup>			Implementation training – Expert 21	Implementation training – Expert 21
4 <sup>th</sup>			Implementation training – e2020	Implementation training – e2020
5 <sup>th</sup>			Implementation training – Holt/McDougal Math	Curriculum Mapping
6 <sup>th</sup> ELA				
7 <sup>th</sup> , 8 <sup>th</sup> , 9 <sup>th</sup> ELA		Implementation training – Social Studies Alive!	Implementation training – e2020	Implementation training – e2020
10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup> ELA				
6 <sup>th</sup> , 7 <sup>th</sup> , 8 <sup>th</sup> Math				
9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup> Math				
6 <sup>th</sup> , 7 <sup>th</sup> , 8 <sup>th</sup> Science	Interdisciplinary Connections	Interdisciplinary Connections	Curriculum Mapping	Curriculum Mapping
9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup> Science				
6 <sup>th</sup> , 7 <sup>th</sup> , 8 <sup>th</sup> Social Studies				
9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup> Social Studies				
K-8 Spanish				
HS Spanish				
HS French				
K-8 PE/Health				
K-8 Music				
K-8 Art				
9-12 Technology				
9-12 Electives				

*Lunch on your own. Snacks will be made available in the afternoon.*



		Wednesday, September 1		Thursday, September 2	
		8:30 a.m.- 11:30 a.m.	12:30 p.m.- 3:30 p.m.	8:30 a.m.- 11:30 a.m.	12:30 p.m.- 3:30 p.m.
KDG	Implementation training – Math Expressions	Room Preparation	Dr. Marcia Tate – 20 Instructional Strategies that Engage the Brain.  Please meet in the DCHS cafeteria.  <b>FYI:</b>  The buildings will be open on Friday, September 3, for continued Room Preparation.  Have a wonderful 2010-2011 school year!		
1 <sup>st</sup>					
2 <sup>nd</sup>					
3 <sup>rd</sup>					
4 <sup>th</sup>					
5 <sup>th</sup>					
6 <sup>th</sup> ELA	Tech Training				
7 <sup>th</sup> , 8 <sup>th</sup> , 9 <sup>th</sup> ELA	Room Preparation	Tech Training			
10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup> ELA					
6 <sup>th</sup> , 7 <sup>th</sup> , 8 <sup>th</sup> Math	Implementation training – Holt/McDougal Math (online training)	Room Preparation			
9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup> Math	Room Preparation	Tech Training			
6 <sup>th</sup> , 7 <sup>th</sup> , 8 <sup>th</sup> Science	Tech Training	Room Preparation			
9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup> Science	Room Preparation	Tech Training			
6 <sup>th</sup> , 7 <sup>th</sup> , 8 <sup>th</sup> Social Studies	Tech Training	Room Preparation			
9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup> Social Studies	Room Preparation	Tech Training			
K-8 Spanish					
HS Spanish					
HS French					
K-8 PE/Health					
K-8 Music					
K-8 Art					
9-12 Technology					
9-12 Electives					

Technology training: Technology training will be held in the computer lab.

Logging into your computer, Accessing e-mail, Accessing the DCS website, Help Desk procedures, Power School

**DCS Open House: Wednesday, September 1 @ 6:30 p.m.-8:00 p.m.**

**Appendix C: Section 2**

AUGUST				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
August 23	August 24	August 25	August 26	August 27
			Welcome back PSD MM1 Enrollment Principal led bldg. meetings	Grade Level/ Department meetings with CAO
August 30	August 31			
K-1 MLPP training 2-12 NWEA training 9-12 Interdisciplinary Connections	K-5 HM Reading training 7-9 ELA Expert 21 training 9-12 Core Content e2020 training 9-12 Electives - Curriculum Mapping			

SEPTEMBER				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
		September 1	September 2	September 3
		K-5 Math Expressions training 6-8 Holt McDougal Math training K-12 Technology training	K-12 20 Instructional Strategies to Engage the Brain – Dr. Marcia Tate	
September 6	September 7	September 8	September 9	September 10
September 13	September 14	September 15	September 16	September 17
				9-12 Math – Carnegie Learning
September 20	September 21	September 22	September 23	September 24

			9-12 Math - Carnegie Learning	9-12 Math - Carnegie Learning
September 27	September 28	September 29	September 30	
		HS Smart Board Training @ U of M Dearbo TI-Nspire Calculator training	HS Smart Board Training @	
<b>October</b>				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
				October 1
October 4	October 5	October 6	October 7	October 8
	"Snapshot" with Wayne RESA mentors			
October 11	October 12	October 13	October 14	October 15
<b>NO STUDENTS - PD Day</b> K-1 MLPP training 2-10 NWEA Electives - Dr. Lee				9-12 Math Carnegie Learning - On site Instructional Coaching  K-6 Houghton-Mifflin - Journeys Comprehensive Language and Literacy Guide
October 18	October 19	October 20	October 21	October 22
		9-12 Math Carnegie Learning - In class support and guidance  Expert 21 - In class support AM - MS ELA PM - MS ELA	5-12 Social Studies - Reaching All Learners: Skill Builder - Dyn Methods Teaching Key Skills to Young Learners  Reaching All Learners: Writing for Understanding-Turning Students into Powerful Writers  Reaching All Learners: Response Groups - Cultivating Rich Class Discussions	Expert 21 - In class support AM - 9th ELA PM - Read 180
October 25	October 26	October 27	October 28	October 29



		Read 180 - In class support and guidance		
--	--	--	--	--

November				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
November 1	November 2	November 3	November 4	November 5
K-5 Math Expressions - Math Expressions Institute I	<b>NO STUDENTS – PD Day</b> K-5 Math Expressions - Math Expressions Institute I  6-8 Algebra Readiness - Algebra Readiness in the middle School  9-12 Carnegie Math  5-12 Social Studies - Developing Content Literacy: Supporting Struggling Writers  Electives - Dr. Lee		9-12 Math Carnegie Learning - On site Instructional Coaching	Carnegie Learning - Onsite Data Analysis
November 8	November 9	November 10	November 11	November 12
November 15	November 16	November 17	November 18	November 19
		9-12 Math Carnegie Learning – In class support and guidance	K-6 HM Journeys – Differentiated Learning	
November 22	November 23	November 24	November 25	November 26
		<i>Happy Thanksgiving!</i>		
November 29	November 30			
9-12 Math Carnegie Learning - In class support and guidance				

December				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
		December 1	December 2	December 3
		Expert 21 - In class support AM - MS ELA PM - MS ELA	K-6 HM - In class support and guidance	Expert 21 - In class support AM - 9th ELA PM - Read 180
December 6	December 7	December 8	December 9	December 10
	9-12 Math Carnegie Learning - In class support and guidance			
December 13	December 14	December 15	December 16	December 17
December 20	December 21	December 22	December 23	December 24
<b>Winter Break</b>				
December 27	December 28	December 29	December 30	December 31
<b>Winter Break</b>				

January				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
January 3	January 4	January 5	January 6	January 7
January 10	January 11	January 12	January 13	January 14
		9-12 Math Carnegie Learning - On site Instructional Coaching	Carnegie Learning - Onsite Data Analysis	
January 17	January 18	January 19	January 20	January 21

<b>NO School – MLK Day</b>			5–12 Social Studies – The Interactive Notebook: Creating Dynamic repositories of Student Work Evaluating Interactive Student Notebooks	
January 24	January 25	January 26	January 27	January 28
Expert 21 - In class support AM - MS ELA PM - MS ELA	Expert 21 - In class support AM - 9th ELA PM - Read 180	9-12 Math Carnegie Learning – In class support and guidance		NO School
January 31				

February				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	February 1	February 2	February 3	February 4
February 7	February 8	February 9	February 10	February 11
		9-12 Math Carnegie Learning – In class support and guidance	Carnegie Math PD day	
February 14	February 15	February 16	February 17	February 18
February 21	February 22	February 23	February 24	February 25

Winter Break	
February 28	

March				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	March 1	March 2	March 3	March 4
March 7	March 8	March 9	March 10	March 11
			Carnegie Learning - Onsite Data Analysis	
March 14	March 15	March 16	March 17	March 18
March 21	March 22	March 23	March 24	March 25
March 28	March 29	March 30	March 31	

April				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
				April 1
April 4	April 5	April 6	April 7	April 8
	9-12 Math Carnegie Learning – In class support and guidance	Carnegie Learning - Onsite Data Analysis		<b>NO School</b>
April 11	April 12	April 13	April 14	April 15
April 18	April 19	April 20	April 21	April 22
<b>Spring Break</b>				
April 25	April 26	April 27	April 28	April 29
<b>Spring Break</b>				

May				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
May 2	May 3	May 4	May 5	May 6
May 9	May 10	May 11	May 12	May 13
May 16	May 17	May 18	May 19	May 20
<b>NO STUDENTS – PD Day</b>				

May 23	May 24	May 25	May 26	May 27
				Memorial Day
May 30	May 31			
Memorial Day				

June				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
		June 1	June 2	June 3
June 6	June 7	June 8	June 9	June 10
June 13	June 14	June 15	June 16	June 17
		Last day of school		
June 20	June 21	June 22	June 23	June 24
June 27	June 28	June 29	June 30	

Appendix D:

**Action Plan for Parental Involvement  
Detroit Community Schools 2010–2011**

**Section I: Analysis Report on Student Achievement  
(From the Comprehensive Needs Assessment)**

Content Area: Parental Involvement

Goal: Active

Goal Statement: Detroit Community Schools will show improved participation by parents in district-wide activities during the 2010–2011 school year.

Needs Statement: Based on the review of school–community partnerships, limited numbers of our district’s parents have participated in parent organizations, parent conferences, school events, and parent–related events.

Contributing Cause

For Gap: Contributing causes for the gap are lack of parental involvement in the decision–making process, lack of parental involvement in the schools’ parent organizations, and poor attendance at school events.

Data Used to

Identify Gap: Parent surveys, attendance at parent meetings, parent conference sign–in sheets, event sign–in sheets.

**Section II: Analysis Report on System Processes and Practices**

Challenges Aligned

With the Goal: Volunteering, decision–making, communication, technological resources

**Section III: Plan to Accomplish Parental Involvement Goals**

Measurable  
Objective

Statement: By June of 2011, there will be 10% parental participation in district-wide activities, as evidenced by parent surveys, sign-in sheets at parent meetings, parent conferences and district-wide parent related events.

Assessments that  
Will be used to  
Measure

Authentic Progress: Surveys, sign-in sheets, phone logs, computer logs, observation and responses.

Strategy Statement: Teachers will increase the volume of positive phone calls to parents.

A district newsletter will be sent to parents monthly

Monthly family activities will take place, including a Parent University

A parental involvement section will be added to the school's website

PT Avenue, an electronic parent communications tool will be implemented

One Call Now, a voice message system will be used on a regular basis to communicate with families

ACTION STEPS	RESPONSIBLE STAFF	TIMELINE	RESOURCES	MONITORING PLAN	EVIDENCE OF SUCCESS
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Staff will increase the number of positive phone calls to parents.	Teachers, support staff, deans, paraprofessionals, administration	September 2010 – June 2011	Access to the district's Student Information System to obtain necessary information.	Will be measured by staff phone logs	Evidence will be measured by an increase of positive phone calls as measured by phone logs.
A monthly district newsletter will be sent to parents	Parent Liaison, Administrator s, Staff, Parents,	October 2010 – June 2011	Web access, printing resources, publishing program,	This goal will be monitored by the actual creation of the monthly newsletter, and surveys.	Evidence of success will be measured by the actual monthly distribution to all families in the district.
Monthly family activities will take place, including a Parent University	Parent Liaison, Administrator s, Staff, Parents, Community Partners	September 2010 – May 2011	Financial resources for implementation of these activities. Volunteers.	This goal will be monitored by using observation, data from sign-in logs, and volunteer logs.	Evidence of success will be measured by improved parent/family participation each month.
A parental involvement section will be added to the school's website	Parent Liaison, Administrator s, Technology Staff	October 2010 – June 2011	Training in the use of the school's website.	This goal will be monitored by the school's technology department and the Parent Liaison for responses via phone. The goal will also be monitored through surveys.	Evidence of success will be measured by the actual posting of the parental involvement and the responses to the posting.

PT Avenue, an electronic communications tool, will be implemented	Parent Liaison, Administrator s, Technology Staff, Parents	October 2010 – June 2011	Finances for the purchase of PT Avenue. Parent and Staff training in the use of PT Avenue.	This goal will be monitored by monthly data reports on parent use and training logs.	Evidence of success will be measured by the improved use of the system from October 2010 to June 2011.
One Call Now will be used on a regular basis to communicate to parents via phone	Parent Liaison, Administrator s, Technology Staff, Parents.	October 2010 – June 2011	Training in the use of One Call Now.	This goal will be monitored by using logs and survey results.	Evidence of success will be measured by verbal and survey responses from parents as to its effectiveness.

#### Other Required Information53-62

**What research did you review to support the use of this strategy and action plan?** National Middle School Association, 2003; Michigan Department of Education, Parental Involvement, Title I Part A; Geoffery Canada, THE HARLEM PROJECT; Chen, Wei-Bing; Gregory, Anne. *Journal of Educational Research*, Sept/Oct2009, Vol. 103, Issue 1, pp.53-62.

**What Professional Learning activities will you need to provide to support the successful implementation of this strategy/action?** Training in the use of One-Call Now. Training in the use of PT-Avenue, computer training, Title I analysis, Article reviews

**How has the school integrated its available fiscal resources to support this strategy and action steps?**

**How has the school assessed the need for, and integrated the use of, telecommunications and informational technology to support this strategy and action steps**

#### Monitoring and Evaluation

**What are the criteria for success and what data or multiple measures of assessment will you use to monitor the progress and success of this plan?** Teacher logs, surveys, observations, and sign-in sheets

**Annually, provide an outcome statement, and evidence that describes the success in meeting this goal.**




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## **A Framework for Teaching: Supporting Professional Learning**

**November 10, 2010**

**4:00 p.m. – 7:00 p.m.**

**Room 435 (Chemistry Room)**

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**Candi McKay, Presenter**  
**[www.danielsongroup.org](http://www.danielsongroup.org)**

*"Because teaching is complex, it is helpful to have a road map through the territory, structured around a shared understanding of teaching."*

**- Charlotte Danielson**

This three-hour, voluntary session will provide teachers and school leaders with an overview of our DCS evaluation instrument - *Framework for Teaching*, developed by Charlotte Danielson.

Schools across the country have realized the benefit of having a common language to engage in discussions and reflection about teaching. Participants will explore the components, elements and performance levels of teaching, engage in professional conversations using the framework, and begin to think about the role of the framework in their own setting.

Food will be provided to all those in attendance from 3:30 p.m. - 4:00 p.m.

Please email Dave Harwell ([ddharwell@detcomschools.org](mailto:ddharwell@detcomschools.org)) your RSVP by **Monday, November 8.**




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## A Framework for Teaching: Supporting Professional Learning

November 10, 2010

4:00 p.m. – 7:00 p.m.

Room 435 (Chemistry Room)

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**Candi McKay, Presenter**  
[www.danielsongroup.org](http://www.danielsongroup.org)

### Attendees:

Theresa Sadek – KDG  
 Jill Howard – KDG  
 Felicia Harris – 1<sup>st</sup> Grade  
 Sharissa Greene – 1<sup>st</sup> Grade  
 Wendy Senkbeil – 2<sup>nd</sup> Grade  
 Vanessa Carter – 2<sup>nd</sup> Grade  
 Jacqueline Goshton – Curriculum Coach  
 Aaron Williams – HS principal  
 Yvonne Lewis – 9<sup>th</sup> Grade ELA  
 Ann Marie Richardson – HS ELA  
 Renate Mathews – HS Technology  
 Daria Kolbasova – HS French  
 Lynne Grady – HS Math



## Michigan Principals Fellowship

### Fellowship Goal

The goal of the Michigan Principals Fellowship is to increase the capacity of the school principal and instructional leadership team in the following areas:

- ▶ Leadership for change
- ▶ Changing the culture of a school to include internal accountability
- ▶ Multiple sources and uses of data for instructional improvement
- ▶ Shared understanding about effective teaching and what it looks like in practice
- ▶ The professional knowledge base for teaching
- ▶ Instructional program coherence
- ▶ The instructional core
- ▶ Models of effective turnaround practice

### Leadership Coaching

Participants in the Michigan Principals Fellowship are strongly encouraged to include a school improvement (leadership) coach as part of their reform plan and budget. Just as principals are the key mechanism for improving instructional quality in schools, leadership coaches are the key mechanism for providing on-site support that builds the capacity of school leadership teams.

Specifically, the role of a leadership coach is to increase the capacity of school leaders to develop and exercise skills and practices related to visionary, instructional and operational leadership, as well as the cross-cutting skills needed to exercise leadership in all areas.

The Michigan Coaches Institute, also developed by the MSU Office of K-12 Outreach, has developed a cadre of highly trained leadership coaches focused on building the capacity of principals to turn around struggling schools.

Through the Michigan Coaches Institute, effective coaches have developed both a mindset—a way of approaching and thinking about coaching—and a skill set—specific competencies related to coaching practice—that equip them to help principals and other school leaders build the capacity to turn around troubled schools. They leverage their knowledge, skills, experience and demonstrated expertise in building the capacity of principals to lead systematic instructional improvements and turn around high priority schools.

## Fellowship Community

A supportive community of learners is developed through active participation in a combination of residential summer institutes and ongoing seminars throughout the school year. Teams of six faculty/professional staff members and the principal work to create and sustain a common commitment to a shared understanding of what effective practice is and what practices need to change to produce improved student outcomes.

## New Schools

New schools are those that are either initially entering the Fellowship, or continuing in the Fellowship having experienced significant staffing changes.

Schools will focus on the foundations of improving instructional quality through leadership for coherence (professional community, instructional program coherence and resources and requirements). The emphasis here will be on helping you and your team identify and leverage a few key ideas for improving instructional quality.

- Eight total days of professional development
- All meals
- All required books, binders and support materials
- Online support community
- All hotel accommodations
- Daily stipend for all non-contract days

## Continuing Schools

Continuing schools are those that possess foundational knowledge of the Leadership for Coherence Framework, have identified a problem of practice and experience with observing classrooms.

These schools will select one of two customized strands. The instructional program coherence strand will focus on improving instructional quality through working on the alignment of curriculum, assessments and instruction, connecting this work to other professional development and school goals. The professional community strand will focus on improving instructional quality through developing internal accountability within your school.

- Three-day Summer Institute (three days on the MSU campus)
- Five one-day seminars (five days on the MSU campus)
- All meals (only one dinner will be provided during the Summer Institute)
- All required book, binders and support materials
- Online support community
- All hotel accommodations
- Daily stipend for all non-contract days

### Powerful Practices Workshop

Schools participating in the MPF will also be able to send up to four teachers to a series of three two-hour workshops. These workshops, taught by faculty of MSU's #1-ranked College of Education, will focus on providing highly effective instructional strategies for specific grade levels and content areas. In addition to teachers with subject matter responsibility, we will provide space for up to two instructional coaches to attend.

### New Innovation Conferences

By virtue of participating in the MPF you will receive up to four registrations for periodic opportunities to learn from internationally renowned education experts.

### Resources

- Text sources (e.g., *The Skillful Teacher*, *Strategy in Action*, *Instructional Rounds*, *Power of Protocols*, etc.)
- Web resources—program materials, networking tools and opportunities, newsfeeds.
- iPads—the principal of each school participating the MPF will receive an iPad.

### Contact

#### Office of K-12 Outreach Programs

College of Education  
Michigan State University  
263 Erickson Hall  
East Lansing, MI 48824

Phone:  517.353.8950 

Email: [nauss@msu.edu](mailto:nauss@msu.edu)

### Fellowship Timeline – A Three Year Cycle

Work throughout the three-year cycle of the Fellowship focuses on creating and expanding the essential school conditions for improved student achievement. Rather than an off-the-shelf program, the Fellowship is designed to build the collective capacity of the adults within a school and its particular context.

The organization of the Fellowship work ensures that principals and teachers have the fundamentals to begin and sustain instructional improvement in their schools as well as the practical tools and skills to identify which changes will translate into significant gains in student achievement.



Year One: Beginning the Work	Year Two: Deepening the Work	Year Three: Sustaining the Work
<p><b>Working as a team, the principal, school improvement coach (see below) and instructional leadership team work on:</b></p> <ul style="list-style-type: none"> <li>• Creating a culture of improvement, including an accountable professional community</li> <li>• Creating a collective vision of what is possible, including a shared understanding of instructional program coherence and the role students have in their own education</li> <li>• Understanding the data available to inform decisions about instructional improvement</li> <li>• Learning about the change process and how it impacts staff, students and families</li> <li>• Developing a clear understanding of effective instruction that leads to improved student achievement</li> <li>• Identifying effective organizational structures that support improved student achievement</li> </ul>	<p><b>The principal, coach and leadership team continue their growth by:</b></p> <ul style="list-style-type: none"> <li>• Expanding the capacity to implement effective instructional and leadership practice</li> <li>• Increasing skills in using data and in helping others become adept in data analysis</li> <li>• Continuing to learn how to manage complex change in schools</li> <li>• Using the school improvement plan, identifying an appropriate problem of practice and theory of action in order to provide focus for school improvement efforts that will leverage the greatest student improvement</li> <li>• Expanding the accountable professional community to include feeder schools and central offices</li> </ul>	<p><b>The principal, coach and leadership team work on institutionalizing a culture of accountable practice by:</b></p> <ul style="list-style-type: none"> <li>• Developing proficiency to implement the strategies that result in increased student achievement.</li> <li>• Demonstrating data proficiency in all aspects of the school's work</li> <li>• Ensuring instructional program coherence across and between grade levels/subjects</li> <li>• Planning for continued progress</li> <li>• Continuing an emphasis on effective and efficient school organization</li> </ul>

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**PROJECT S.W.A.T.**  
**(Students With Academic Tenacity)**  
**Detroit Community High School**

The purpose of *Project S.W.A.T.* is to raise the level of academic achievement of all of the students in Detroit Community High School so that they will be college ready when they graduate.

We will provide rigorous instructional support in the core academic areas of ELA, mathematics, science, and social studies to prepare students for MME testing and college entrance exams.

Certain high priority, "at risk" segments of the student population will receive additional intensified support, such as mandatory tutoring, targeted conferences with parents of students receiving failing grades, attendance monitoring, and other early intervention strategies that will promote success.

In addition, students will receive incentives and rewards for complying with the rigors of the program.

In order to achieve the goals of the Project S.W.A.T., the following additional personnel will be utilized:

- ❖ Counselor
- ❖ Reading Specialist
- ❖ Math Specialist
- ❖ Behavior Intervention Specialist
- ❖ Attendance Agent
- ❖ At least two paraprofessionals with backgrounds in core academic areas

**Phase I (October—November 2010)**

- ❖ MME orientation for staff (who, what, when, where, how)—November
- ❖ MME orientation for 11<sup>th</sup> grade students—November
- ❖ Pre ACT test for eleventh grade students—November
- ❖ Identify 11<sup>th</sup> grade students who score 16 and above on the ACT practice test—November
- ❖ Parent publication to announce MME / ACT preparation strategies

**Phase II (November—March)**

- ❖ Simulate testing environment in all classes
- ❖ Begin weekly collaboration with 11<sup>th</sup> grade core academic teachers and specialists to plan lessons and implementation of MME activities; (Vocabulary.com)
- ❖ Incorporate weekly school wide vocabulary activities for word walls in all classrooms
- ❖ Intensify instruction on test taking strategies across the curriculum

- ❖ Intensify instruction in reading, writing, and mathematics across the curriculum
- ❖ Two day per week will be identified as MME/ACT instruction in the core areas
- ❖ Weekly motivational announcements for students to promote positive attitudes toward learning and to announce rewards for students who achieve certain academic goals.

**Phase III (November—June)**

- ❖ Identify 50 high priority 9<sup>th</sup> graders and 50 high priority 10<sup>th</sup> graders to receive early intervention strategies. (Students will be identified via test scores, classroom grades, and teacher recommendations)
- ❖ Complete an Individualized Educational Plan for each student
- ❖ D and F conferences will be held and students will be directed to mandatory tutoring
- ❖ Students will be enrolled in a reading class as well as an English class
- ❖ Two days per week students will receive direct, focused support from the reading and mathematics specialists.
- ❖ Implement the following programs: *DEAR (Drop Everything and Read)*; *MAC (Math Across the Curriculum)*; *DRAW (Drop, Read, and Write)*

Evaluation of the program will include student and teacher surveys, attendance data, grades, test scores, parent surveys, and other critical data.

## **Appendix G: Section 2**

### **Overview – RtI – Academic – Math and Reading**

Detroit Community High School implemented an RtI model that uses universal screenings and interventions that are researched based and include some that are aligned to the MMC. Through the screening methods each student's academic needs in math and reading are measured. The use of a variety of assessments tools including standardized and computer based provide a more comprehensive overview of each student's strengths and weaknesses. With this data we are able to provide interventions designed to meet each student's individual needs.

Assessments of students occur early in the school year so that interventions can be put in place by mid-November. While some students need more intense interventions, all students receive instruction using researched based materials that will be used by the classroom teacher in daily instruction. Many of the classroom materials have intervention components integrated into the program, e.g., Cognitive tutor, Bridge to Algebra, and Reading Apprentice.

Universal Screening	Interventions	Progress Monitoring
<ul style="list-style-type: none"> <li>• NWEA</li> <li>• ACT Explore</li> <li>• ACT Plan</li> <li>• PSAT</li> <li>• MME</li> <li>• Terra-Nova</li> </ul>	<ul style="list-style-type: none"> <li>• Cognitive Tutor (Math)</li> <li>• Bridge to Algebra (pre-algebra)</li> <li>• Reading Apprentice</li> <li>• Expert 21(Reading)</li> <li>• Reading 180</li> <li>• Paraprofessional</li> <li>• Math Intervention Specialist</li> <li>• Reading Specialist</li> <li>• Dual-Enrollment Options</li> <li>• Honors Courses</li> </ul>	<ul style="list-style-type: none"> <li>• NWEA assessment Pre-Mid-Post</li> <li>• Terra- Nova</li> </ul>

**Tier I** - At or above grade level

**Tier II** - 1 to 2 grade levels below grade level

**Tier III** - 3 or more grade levels below grade level

## **Reading**

### **Universal Screening - Reading**

- NWEA – (Grades 9 – 10)
- ACT – Explore (Grade 9)
- ACT – PLAN (Grade 10)
- PSAT – (Grade 11)
- Prior Year PSAT and MME (Grade 12)
- Terra Nova (Grades 9 – 12)

### **Universal Screening - Math**

- NWEA – (Grades 9 – 10)
- ACT – Explore (Grade 9)
- ACT – PLAN (Grade 10)
- PSAT – (Grade 11)
- Prior Year PSAT and MME – (Grade 12)
- Terra Nova (Grades 9 – 12)

To improve academic achievement, Detroit Community High School will implement the following tiered interventions:

## **READING**

### **Tier I**

- Regular English Language Arts Courses (e.g., Expert 21 Grade 9)
- Honors Courses (Grades 10 -12)
- Dual-Enrollment Courses for students who are in grades 11 or 12
- Paraprofessionals

### **Tier II**

- Regular English Language Arts Courses (e.g., Expert 21 Grade 9)
- Read 180 (Scholastic)

- E20/20
- Reading Intervention Specialist
- Paraprofessionals

### **Tier III**

- Regular English Language Arts Courses (e.g., Expert 21 Grade9)
- Reading Apprentice (West Ed.)
- E20/20
- Reading Intervention Specialist
- Paraprofessional

## **Mathematics**

### **Tier I**

- Regular Courses (Carnegie Learning –Math)
- AP Calculus
- Dual-Enrollment Options for students in Grades 11 and 12
- E20/20
- Mathematics Specialist
- Paraprofessionals

### **Tier II**

- Regular Courses (Carnegie Learning – Math)
- Bridge to Algebra
- Mathematics Specialist
- Paraprofessionals

### **Tier III**

- Regular Courses (Carnegie Learning – Math)
- Cognitive Tutor
- Mathematics Specialist
- Paraprofessionals

Progress monitoring is an essential element in determining the effectiveness of the Tiered interventions at DCHS. The Chief Academic Officer, School Principal, and lead teachers in Math and English Language Arts will monitor each student's progress using a variety of assessment tools. Those tools include but are not limited to the following.

NWEA Three times per the Pre-Mid-Post  
Terra Nova (Grades 9 -12)

## Overview – RtI – Social - Emotional – Behavioral Domain

In addition to the academic RtI, DCHS will implement an RtI model that identifies students who are at-risk for social-emotional-behavior difficulties. These difficulties can have an adverse impact on a student's academic achievement. While some students will improve academically with the interventions outlined in the academic RtI model, other students need support in other non-academic areas to become academically successful.

Just as in the academic RtI model, the social-emotional behavior model will implement universal screening that uses a variety of assessment tools to identify the appropriate interventions each student may need.

Assessment	Intervention	Progress Monitoring
<ul style="list-style-type: none"> <li>• Student Attendance Records</li> <li>• Student Disciplinary Referrals</li> <li>• Student Input</li> <li>• Teacher Input</li> <li>• Input from Other School Personnel e.g., School Social Worker, Dean of Students, Principal</li> <li>• Parent Input</li> <li>• Student Observation</li> <li>• Report Cards/Progress Reports</li> <li>• Functional Behavior Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Counseling</li> <li>• School Social Work</li> <li>• Behavior Contracts</li> <li>• Behavior Intervention Plans</li> <li>• Mentoring</li> <li>• Attendance Officer</li> <li>• Math Intervention Specialist</li> <li>• Reading Intervention Specialist</li> <li>• Positive Behavior Support</li> <li>• External Supports</li> </ul>	<ul style="list-style-type: none"> <li>• Behavior Reports</li> <li>• Student Attendance Records</li> <li>• Student Disciplinary Referrals</li> <li>• Student Input</li> <li>• Teacher Input</li> <li>• Parent Input</li> <li>• Student Observation</li> <li>• Report Cards/Progress Reports</li> </ul>

## Universal Screening

- Student Attendance Records
- Student Disciplinary Referrals
- Student Input
- Teacher Input
- Input from Other School Personnel, e.g., School Social Worker, Dean of Student, Principal
- Parent Input
- Report Cards/Progress Reports
- Functional Behavior Assessments (Generally used to develop a Behavior Intervention Plan BIP)

**Tier I** – Basic Interventions – Students who comply with the expectations that the school or class has for all students e.g., behavior, attendance, academics.

**Tier II** – Selected Interventions - Students who do not always comply with the academic and/or behavior or social expectations the school or class has for all students. Students receiving support in this tier can often receive interventions in small group settings.

**Tier III** – Targeted (Intensive) Interventions - Students with chronic academic and/or behavior, or social problems. Students receiving support in this tier often need intensive individualized interventions.

## **Interventions**

### **Tier I**

- Mentoring
- Positive Behavior Support

### **Tier II**

- Counseling
- Social Work
- Mentoring
- Positive Behavior Support
- Attendance Officer
- Behavior Contracts
- Math Intervention Specialist
- Reading Intervention Specialist

### **Tier III**

- Counseling



- Social Work
- Mentoring
- Positive Behavior Support
- Attendance Officer
- Behavior Intervention Plans (BIP)
- Math Intervention Specialist
- Reading Intervention Specialist
- External Supports

The School Principal will monitor the student's progress on this intervention.

## Appendix H:



# Performance Awards Program @ Detroit Community Schools K-12 General Education Teachers

The Performance Awards Program @ Detroit Community Schools is open to all full-time K-12 general education teachers. Special Education personnel, paraprofessionals, intervention teachers are not covered in this plan. This program runs from the beginning of the school year to the end of the school year.

There will be (2) two separate “pay outs” (Round 1 and Round 2) made available to general education teachers. The first pay out will be made by the end of the calendar year. The second pay out will occur at the end of the school year in June.

The monetary award pool for the DCS Merit Pay has been set at \$100,000. The payouts are based on earned and accumulated points. (see table below)

As a gesture of appreciation for all of the hard work generated to get the this school year off to a positive start and as a symbol of our commitment to retaining quality educators, each K-12 general education teacher will receive a **\$500** stipend during the month of December. The administration of DCS genuinely appreciates you as educators, individuals, and contributing members of a district reimagining itself.

All of the \$100,000 Merit Pay monies will be distributed to K-12 general education teachers. With this being said, it is possible that teachers scoring in the “Level 1” category can earn additional pay on top of the set amount.

## Round 1

Level	Amount	Point Scale
1	\$2,040	90-100 points

Level	Amount	Point Scale
2	\$1,632	80-89 points
3	\$1,224	70-79% points
4	\$816	60-69% points
5	\$408	50-59% points

## Round 2

Level	Amount	Point Scale
1	\$2,040	135-150 points
2	\$1,632	120-134 points
3	\$1,224	105-133 points
4	\$816	90-104 points
5	\$408	75-89 points

### Categories and Weighted Scores include:

Academic Achievement  
only

50 points – Round 2

Teacher's Personal Attendance

20 points – Rounds 1 and 2

Principal Evaluation

20 points – Rounds 1 and 2

Professional Staff Development

20 points – Rounds 1 and 2

Disciplinary Referrals

20 points – Rounds 1 and 2

After School Contribution

20 points – Rounds 1 and 2

### **Explanation of Categories:**

#### **Teacher's Personal Attendance (20 points possible)**

Student achievement is directly related to effective teaching. In order for this effective teaching to occur, a teacher's presence is required on a consistent basis.

Each teacher begins with 10 points. Points are deducted for missed days of school after (2) two absences. Days that are excused or not counted against the allotted (10) points include: school-related days (i.e. professional staff development) or the death of an immediate family member.

<b>20 points</b>	<b>10 points</b>	<b>0 points</b>
0-2 absences	3-4 absences	5 or more absences

#### **Principal Evaluation (20 points possible)**

Educational Leaders consistently conduct classroom "walk throughs" to gauge if effective teaching taking place in the classrooms as well as perform mandated teacher evaluations. Effective leaders are visible and maintain communication with staff members.

Each building principal will evaluate general education teachers by assigning points ranging from (1 to 20) considering such factors as: Planning and Preparation, the Classroom Environment, Instruction, and Professional Responsibilities.

20 points	15 points	10 points	5 points	2 points
Teacher exceeds expectations in all of the areas of: Planning and Preparation, the Classroom Environment, Instruction, and Professional Responsibilities.	Teacher meets expectations in all of the areas of: Planning and Preparation, the Classroom Environment, Instruction, and Professional Responsibilities.	Teacher meets expectations in at least (2) two of the areas of: Planning and Preparation, the Classroom Environment, Instruction, and Professional Responsibilities.	Teacher meets expectations in at least (1) one of the areas of: Planning and Preparation, the Classroom Environment, Instruction, and Professional Responsibilities.	Teacher is showing growth in meeting expectations in all of the areas of: Planning and Preparation, the Classroom Environment, Instruction, and Professional Responsibilities.

### **Professional Staff Development (20 points possible)**

Attending and participating in Professional Staff Development increases teaching pedagogy in many different aspects for classroom teachers. Being in regular attendance for scheduled PSD days is not only important, but critical, to the success of Detroit Community Schools.

Each teacher begins with 20 points. Points are deducted for missed Professional Staff Development day. Days that are excused or not counted against the allotted (20) points include the death of an immediate family member.

20 points	10 points	0 points
0 absences	1-2 absences	3 or more absences

### **Disciplinary Referrals (20 points possible)**

Effective classroom management is a key component to academic success and effective teacher pedagogy. In order for these two critical educational aspects to occur, a teacher's classroom management should result in few, minimal disciplinary referrals. Disciplinary referrals will not be necessary if students have a solid understanding of expectations, those expectations are followed through consistently, students are engaged, and the rapport between teacher and student(s) is strong.

Each teacher begins with 20 points. For each incident that requires a disciplinary referral, there will be a deduction of 1 point for each incident – not for each student. Referrals for uniform and attendance do not apply.

Consideration will be determined by the building principal in the event of special circumstances including, but not limited to: students with special needs, students experiencing extraordinary circumstances, etc.

20 points	18 points	16 points	14 points	12 points	5 points	4 points	3 points	2 points	0 points
0 disciplinary referrals	1 disciplinary referrals	2 disciplinary referrals	3 disciplinary referrals	4 disciplinary referrals	5 disciplinary referrals	6 disciplinary referrals	7 disciplinary referrals	8 disciplinary referrals	9+ disciplinary referrals

### **After School Contribution (20 points possible)**

With the many and varied needs of our students, time after school may be necessary in order to provide additional academic support, mentoring, guidance, enrichment, etc.

Teachers can earn up to (20) twenty points for voluntarily contributing to after school initiatives that reflect positively to Detroit Public Schools. These points will be based on the number hours contributed to each after school opportunity made available to students.

Examples of such after school initiatives include, but are not limited to: e2020 Credit Recovery, clubs, coaching, student advisory groups, student academic tutoring, student council, Destination Imagination, robotics, Math Pentathlon, ACT preparation, performances, Math night, Science night, etc.

Administrative approval by a building principal, the Chief Academic Officer, or the Superintendent MUST be made prior to the beginning of the after school opportunity in order to receive points towards Merit Pay.

20 points	15 points	10 points	5 points
A total of at least 60 hours were contributed towards administratively approved after school initiative(s).	A total of at least 40 hours were contributed towards administratively approved after school initiative(s).	A total of at least 30 hours were contributed towards administratively approved after school initiative(s).	A total of at least 15 hours were contributed towards administratively approved after school initiative(s).

### **Academic Achievement (50 points possible)**

The overarching purpose of providing DCS staff members with Merit Pay is to increase student achievement. Given that the fall months provided baseline data, the spring assessments will be able to provide a more accurate measurement of growth.

Below is a breakdown of the Academic Achievement portion of the Merit Pay performance:

#### **Kindergarten:**

**Fall to Spring comparison of**

#### **1st grade:**

**Fall to Spring comparison of**

#### **2nd – 5th grade:**

***Fall to Spring comparison of NWEA for Student Growth***

50 points – 90% or more of students meet Student Growth expectation in Reading and Math

40 points – 80-89% of students meet Student Growth expectation in Reading and Math

30 points – 70-79% of students meet Student Growth expectation in Reading and Math

20 points – 60-69% of students meet Student Growth expectation in Reading and Math

10 points – 50-59% of students meet Student Growth expectation in Reading and Math

#### **6th-10th grade Mathematics:**

***Fall to Spring comparison of NWEA for Student Growth***

50 points – 90% or more of students meet Student Growth expectation in Math

40 points – 80-89% of students meet Student Growth expectation in Math

30 points – 70-79% of students meet Student Growth expectation in Math

20 points – 60-69% of students meet Student Growth expectation in Math

10 points – 50-59% of students meet Student Growth expectation in Math

**6th-10th grade Reading:**

***Fall to Spring comparison of NWEA for Student Growth***

50 points – 90% or more of students meet Student Growth expectation in Reading

40 points – 80-89% of students meet Student Growth expectation in Reading

30 points – 70-79% of students meet Student Growth expectation in Reading

20 points – 60-69% of students meet Student Growth expectation in Reading

10 points – 50-59% of students meet Student Growth expectation in Reading

**6th-12th grade Social Studies and Science teachers along with Encore teachers:**

***Fall to Spring comparison of NWEA for Student Growth***

50 points – 90% or more of students meet Student Growth expectation in Reading

40 points – 80-89% of students meet Student Growth expectation in Reading

30 points – 70-79% of students meet Student Growth expectation in Reading

20 points – 60-69% of students meet Student Growth expectation in Reading

10 points – 50-59% of students meet Student Growth expectation in Reading

6th-8th grade Social Studies, Science = 8th grade Reading

9th-12th grade Social Studies, Science = 10th grade Reading

K-8 Encore teachers = 8th grade Reading

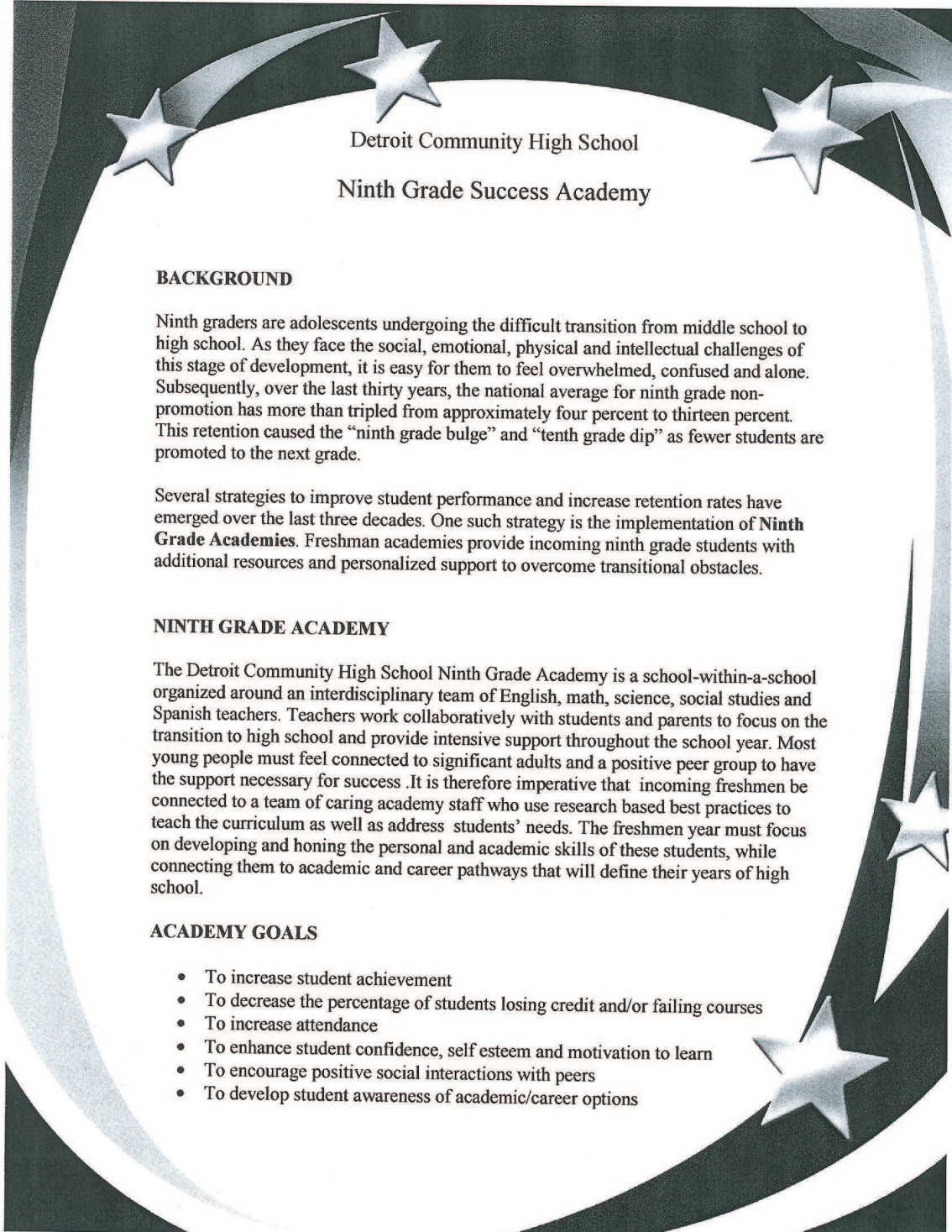
9-12 Encore teachers = 10th grade Reading

Note\*: It is understood that not every teacher has a “direct line” to the instruction of reading. However, due to the fact that DCS has been recognized as a Low Performing school district, it will take the efforts of every staff member, regardless of their assignment, to raise academic achievement. Please consider the amount of educational expertise that exists within this district.

By truly becoming a Professional Learning Community, we can utilize the knowledge, expertise, and experience of truly gifted educators to impact student achievement.

We are all in this together.





## Detroit Community High School Ninth Grade Success Academy

### BACKGROUND

Ninth graders are adolescents undergoing the difficult transition from middle school to high school. As they face the social, emotional, physical and intellectual challenges of this stage of development, it is easy for them to feel overwhelmed, confused and alone. Subsequently, over the last thirty years, the national average for ninth grade non-promotion has more than tripled from approximately four percent to thirteen percent. This retention caused the "ninth grade bulge" and "tenth grade dip" as fewer students are promoted to the next grade.

Several strategies to improve student performance and increase retention rates have emerged over the last three decades. One such strategy is the implementation of **Ninth Grade Academies**. Freshman academies provide incoming ninth grade students with additional resources and personalized support to overcome transitional obstacles.

### NINTH GRADE ACADEMY

The Detroit Community High School Ninth Grade Academy is a school-within-a-school organized around an interdisciplinary team of English, math, science, social studies and Spanish teachers. Teachers work collaboratively with students and parents to focus on the transition to high school and provide intensive support throughout the school year. Most young people must feel connected to significant adults and a positive peer group to have the support necessary for success. It is therefore imperative that incoming freshmen be connected to a team of caring academy staff who use research based best practices to teach the curriculum as well as address students' needs. The freshmen year must focus on developing and honing the personal and academic skills of these students, while connecting them to academic and career pathways that will define their years of high school.

### ACADEMY GOALS

- To increase student achievement
- To decrease the percentage of students losing credit and/or failing courses
- To increase attendance
- To enhance student confidence, self esteem and motivation to learn
- To encourage positive social interactions with peers
- To develop student awareness of academic/career options

### **ACADEMY FEATURES**

- Engaging and challenging curriculum with an integrated, interdisciplinary approach
- Careful monitoring of student performance and attendance
- Data-driven decision making
- Structured system of appropriate support
- Intensive math and literacy instruction delivered to students who are two or more grades below grade level
- Advisory/Mentor Program
- Frequent contact between the school and parents
- Literacy infusion in all content areas
- Ongoing recognition of accomplishments
- Leadership and Character Development

### **RESPONSIBILITIES of ACADEMY CO-ORDINATOR**

- Assist team members in providing an inviting, stimulating and supportive climate and environment for the students
- Coordinate intervention programs designed to remove barriers and promote success
- Seek and co-ordinate resources for the team and keep them informed of new trends and programs
- Coordinate the team approach to management of student behavior
- Coordinate the evaluation and improvement of the instructional program
- Facilitate collection of data and team analysis of data
- Coordinate team activities
- Assist in assessing the need for, planning and providing staff development for team members
- Coordinate services and communication with the support staff, school administration and the rest of the school
- Coordinate a system of student incentives and recognition awards based upon attendance, academic achievement, character and leadership

### **RESOURCES**

Resources, both human and financial, will be needed to support the academy's mission. A budget for incentives for students, parents and staff, paperback books for students to promote reading for enjoyment, stipends for teachers who tutor and provide other after-school support, consultants for student and staff development and field trips will be required.



## **Appendix J:**

### **Active Community Partnerships I. Brightmoor College/Career**

**Access Network-(BCCAN):** **Mission:** Through integrated community networks--including schools, service providers, the faith-based community, families, private foundations, businesses, and higher education institutions--we aim to advocate for and better position students in the Brightmoor neighborhood of Detroit for postsecondary education access.

**Brightmoor Alliance, Center for Educational Outreach (UM ), City Mission, Coleman A. Young Foundation, Detroit Community Schools, Development Centers INC/Brightstar, Max and Marjorie Fisher Foundation, Mt. Vernon Missionary Baptist Church, Sarah Fisher Center, The Brightmoor Pastors Alliance, The National Forum on Higher Education for the Public Good (UM) , Northwest Detroit Neighborhood Development, America Reads (UM), Brightmoor Community Center, City Year, Detroit Partnership (UM), Leaps and Bounds, God Land Unity Baptist Church, Shurly Family Learning Center, Vetal Elementary, Wellspring, Young Citizens**

**Note:** Implementation of program began in mid-October with Detroit Community Schools being the lead school partner, and the pilot program for BCCAN.

### **II. University of Michigan-Center for Educational Outreach:**

The Center for Educational Outreach (CEO) works with middle and high school students, teachers, staff and community agencies throughout the State of Michigan to promote academic excellence and college aspirations. This includes sponsoring campus visits and offering in-school programs to promote college attendance.

**Note:** DCS is implementing the Future You program for middle school and the College Corps program for high school. Program begins in late October. Tutorial services through CEO will be offered to middle school students via partnerships with U of M students. Future You is offered in two other middle schools in Detroit and College Corps has only one site in the city, Detroit Community High School.

**III. First Children's Finance:Multi-Service Growth Fund:** **Mission:** to create a Brightmoor/Cody Rouge neighborhood wholistic early childhood center. We aim to create community partnerships to support families with a continuum of comprehensive services from birth to college.

The three primary partners within the Brightmoor Continuum collaborative project are Development Centers, Inc., Detroit Community Schools and Little Scholars. This partnership combines a non-profit human service agency, school district and a child care and early education center to explore a business/strategic model for an existing organization and an expansion of such services into two Skillman designated neighborhoods: Brightmoor and Cody/Rouge.

Funding is being sought through the Multi-Service Growth Fund from First Children's Finance. The Brightmoor Continuum partners are currently among the finalists.

Note: Final application to be submitted by 11/19/10

#### **IV. East Michigan Environmental Action Council:**

DCS has been awarded a \$10,000 "Ugliest Schoolyard" competitive grant to engage the students in environmental science with a hands-on project of their own design that will beautify and uplift the school grounds. Instructors from EMEAC, science teacher from DCS middle school and the Founder of DCS will work with 8th grade students.

Note: Project will begin on 11/1/10

#### **V. Detroit Youth Energy Squad (DYES)/WARM Training/Americorps:**

Weatherization/Green Training: 20 students receive 450 hours training in energy efficiency techniques for low income homes in the Brightmoor community. Concentrating on seniors and individuals with disabilities, students and Americorps representatives will team up for these retrofits during the school year and summer. Students are paid a stipend of \$250/month and are employed at the rate of \$200/week during the summer. Upon completion of the program requirements, they are eligible to receive a \$1400 scholarship towards college tuition. Total \$ value: \$5200.

Note: Recruitment and interviews began in mid-October/Training due to begin in early November. This is the only high school program of its kind in the State of Michigan.

#### **VI. Hub of Detroit/Detroit Community Middle School-'Earn-a-Bike':**

After school program for middle school students to learn bicycle maintenance and repair, safety procedures. An 'entry-level' introduction to mechanics and mechanical applications. Students build their own bike and it becomes theirs upon completion of the program. This will serve 30 students in two 9 week sessions beginning in January.

Note: This is the only program of its kind in Detroit.

## Appendix K:

### Projects in Progress

#### Environmental Learning Laboratory@ Detroit Community Schools

September, 2010

#### 1. Ugliest Schoolyard: National Wildlife Federation

This is a year-long project with the 8<sup>th</sup> grade that entails studying our school campus with the intention of learning about the various micro-environments that exist; taking field trips to wetlands, prairies, woodlands and watersheds to study typical Michigan eco-systems; understanding how human beings use land and water resources; studying how the school can establish those environments on our campus; designing and installing a project. Class meets weekly from November to the close of the year with possible work finishing in the summer months.

#### 2. Great Lakes Watershed Consortium (SEMIS Coalition)

Detroit Community Schools has been invited to submit an application to the SEMIS Coalition which has a multi-million dollar grant to work with schools on environmental issues and environmental justice issues in their area. Schools work within the coalition to study and create projects and curriculum for their schools with the intention to help educate students in environmental action within their neighborhoods.

#### 3. Greening of Detroit

DCS has been quite active in the Greening of Detroit programs which have helped to establish our instructional garden. Greening has access to resources that will contribute to further development of our campus: high tunnels, fencing, compost, wood chips, watering systems, and curriculum tied to the GLCE's.

#### 4. University of Michigan Dearborn

DCS has re-established ties with U of M Dearborn and the field trip opportunities that are available on their campus. We have worked out trips that will benefit high school students as well as lower grades. We will have access to their biology labs and equipment which will allow water quality studies, soil studies, pollinator studies, etc.

#### 5. Curriculum Development

Through a grant from the Community Foundation, DCS will be able to participate in the development of three strands of science curriculum for middle school students: physics, botany and weather studies. When complete, these three curricular pieces will be complete units of study that are tested on MEAP and will give students practical experience as well as conceptual frameworks for all three areas.

#### 6. On-site Outdoor Classroom

Several projects are either in progress or funding is being sought for execution: the creation of the play-field adjacent to the garden; the water feature near the entrance; a developmental playground for kindergarten/early elementary near the wood-lot; biology and botany instruction in the garden; and creation of a plan for the landscaping of the front of the building to be installed this spring.

#### 7. Pending Projects

- We are close to acquiring microscopes for on-site science exploration.
- Several projects are planned with the elementary/middle school for MEAP testing week

UM-CEO College Corps.  
Kelly Hoeft | Michael Turner  
Winter 2010

College Corps. was developed by CEO to provide college and post secondary education preparation, and awareness to middle and high school students. In addition, the program serves U-M students by promoting mentorship opportunities and experiences with an interest in educational outreach, youth development, and access to higher education.

The Center for Educational Outreach in partnership with Project Community, a service-learning program housed in the Ginsberg Center at the University of Michigan, and student organizations will draw upon undergraduate students to participate in an academic enrichment and college awareness project at selected Michigan Middle and High Schools.

**Brief Description**

- CEO offers College Corps. to undergraduate students interested in assisting 9-10<sup>th</sup> grade students and the community about the importance of Higher Education. The intent of the College Corps. is for U-M students to provide information about the college going process and college preparation for students.

**Goals**

- For middle and high school students to become more knowledgeable about college.
- Provide a pathway so students can access higher and post secondary opportunities education.
- Strengthen the involvement of U-M students who contribute to educational outreach.

**Process Objectives**

- During fall 2010 – winter 2011, U-M students will facilitate a series of workshops once a week, for 10 weeks, in select Michigan public Middle and High Schools to provide pre-college workshops.
- To recruit U-M students and student organizations that are interested in outreach.

**Outcome Objectives**

- Increase in grades through academic assistance.
- Increased knowledge of higher education and its importance

**Recruitment**

- Students: CEO is recruiting students who are looking for an opportunity to provide college workshops and mentorship with underserved youth. Also, U-M students will be able to discuss their college experiences with youth and the community. Brief announcements are being made at current student organization meetings that are interested in our efforts. More specifically, CEO is targeting the following:
  - Multi-cultural student organizations
  - Educational Outreach student initiative groups
  - Volunteer student organizations